

Many voices, one future

An inclusive Princeton



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President Eisgruber's Message on Anti-Racism Initiatives



Dear Members of the Princeton Community,

In response to recent tragic events, over the past several weeks our University—along with the rest of our nation—has been engaged in a conversation about racial injustice in America and the ongoing reality of oppression and violence against Black Americans. **Individually and collectively, we have asked how we can do our part to confront racism honestly and effectively.** We have begun identifying and taking steps—but we must do more.

We must think broadly and ask hard questions of ourselves. **We must reflect on our place in the world and challenge ourselves to identify additional steps we can take to fight racism. As a University, we must examine all aspects of this institution**—from our scholarly work to our daily operations—**with a critical eye and a bias toward action.** This will be an ongoing process, one that depends on concrete and reasoned steps.

We obviously need to do even more. We have therefore been asking ourselves and our community how Princeton can best respond to this moment as an institution. As part of this process, I have formally charged the members of Princeton's Cabinet—the senior academic and administrative leaders of our University—to identify specific actions that can be taken in their areas of responsibility to confront racism in our own community and in the world at large.

...We all share this responsibility to one another and to justice.



Institutional Equity and Diversity Statement

“If there is no struggle, there is no progress.”

Frederick Douglass

The Office of Institutional Equity and Diversity mourns the lost and damaged lives of Black people subjected to our country’s enduring racism. **We acknowledge the many ways that over generations, Princeton University itself has embodied inequality. Institutionally, we still have work to do.**

Our commitment to the campus community is to bring renewed energy to structural change that makes Princeton more demographically diverse, more inclusive and accessible, more accountable, and more self-aware. We pledge to bring all our resources to this sustained challenge – including funding, expertise, policies and best practices, advocacy, training, data, and collaboration.

We will continue to do everything that we can to protect our campus community from manifestations of bias, discrimination, harassment and sexual misconduct.

We will do our work in collaboration with you, our campus community. We would like to hear from you. Connect with us - your input, feedback, and personal experiences are essential.



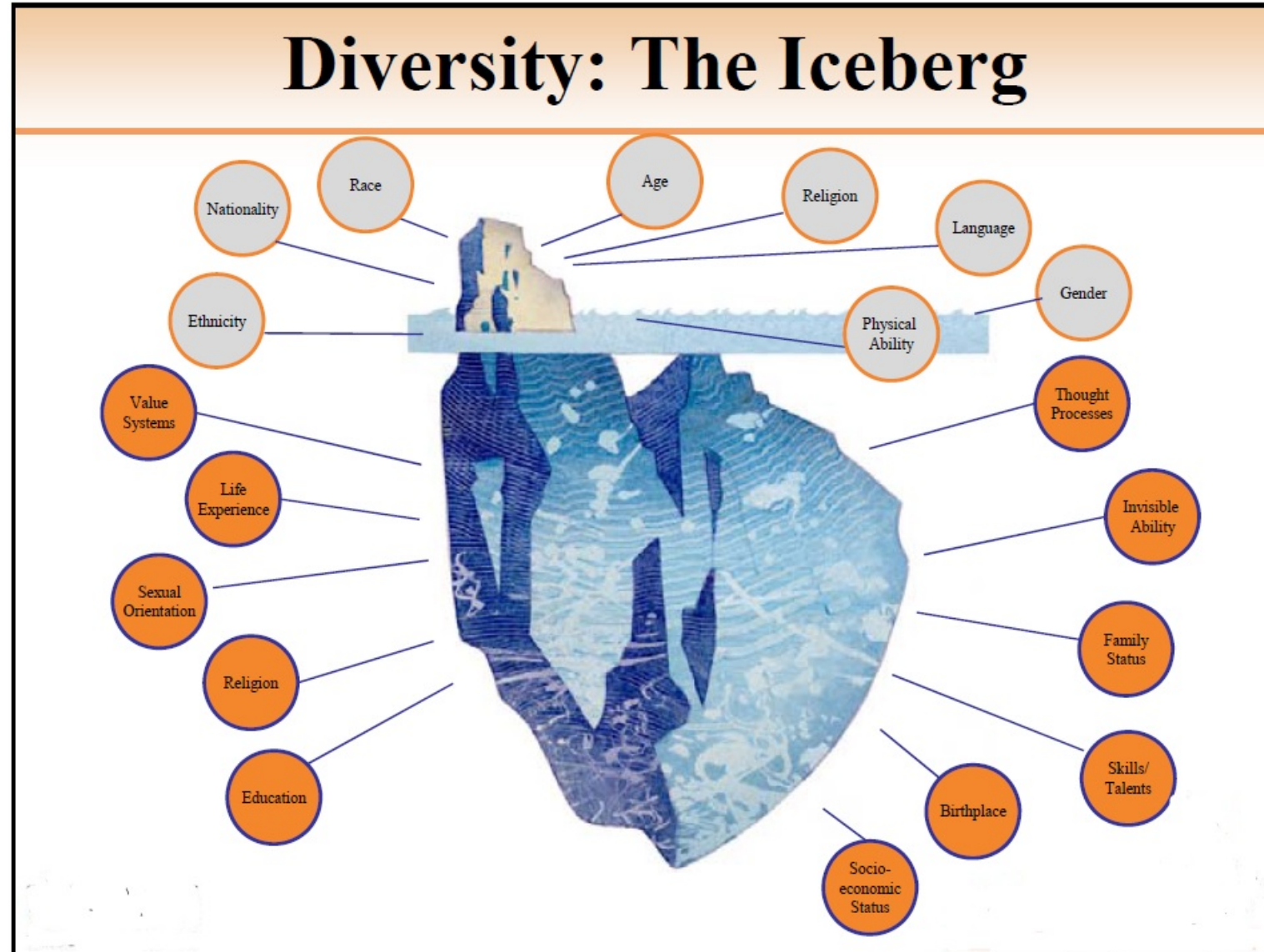
Diversity and Inclusion



Diversity – the common definition



Diversity – a broad definition





Questions: Self-Reflection

- What is important aspect of your identity that no one can see just by looking at you?

Definitions of key terms



Diversity

- Demographically focused outcome. Who is (and is not) represented in your department? How does that vary based on role and status?

Inclusion

- Emotionally focused outcome: Do all members of the department (particularly those who are underrepresented) feel welcomed, valued, and like they belong?
- Action-oriented: We have a role to play in cultivating inclusion.

Climate

- Current context: Includes attitudes, perceptions, behaviors of department members around issues of difference.

Culture

- Enduring context: Values and beliefs, which often drive expectations, interactions, and interpretations of events.

Diversity and Inclusion Values



As a community, we respect the dignity, individuality, and freedom of each member...We aim to foster a sense of shared experience and common purpose, along with a collective responsibility for each other's well-being and for the well-being of the University as a whole.

Although we acknowledge the difficulties inherent in creating a community of individuals who are different from each other, we remain unwavering in our commitment to both diversity and community in a context of academic excellence.

We seek to enable all members of this community to pursue their educational, scholarly, and career interests in an environment that recognizes both the distinctiveness of each person's experience and the common humanity that unites us all..9



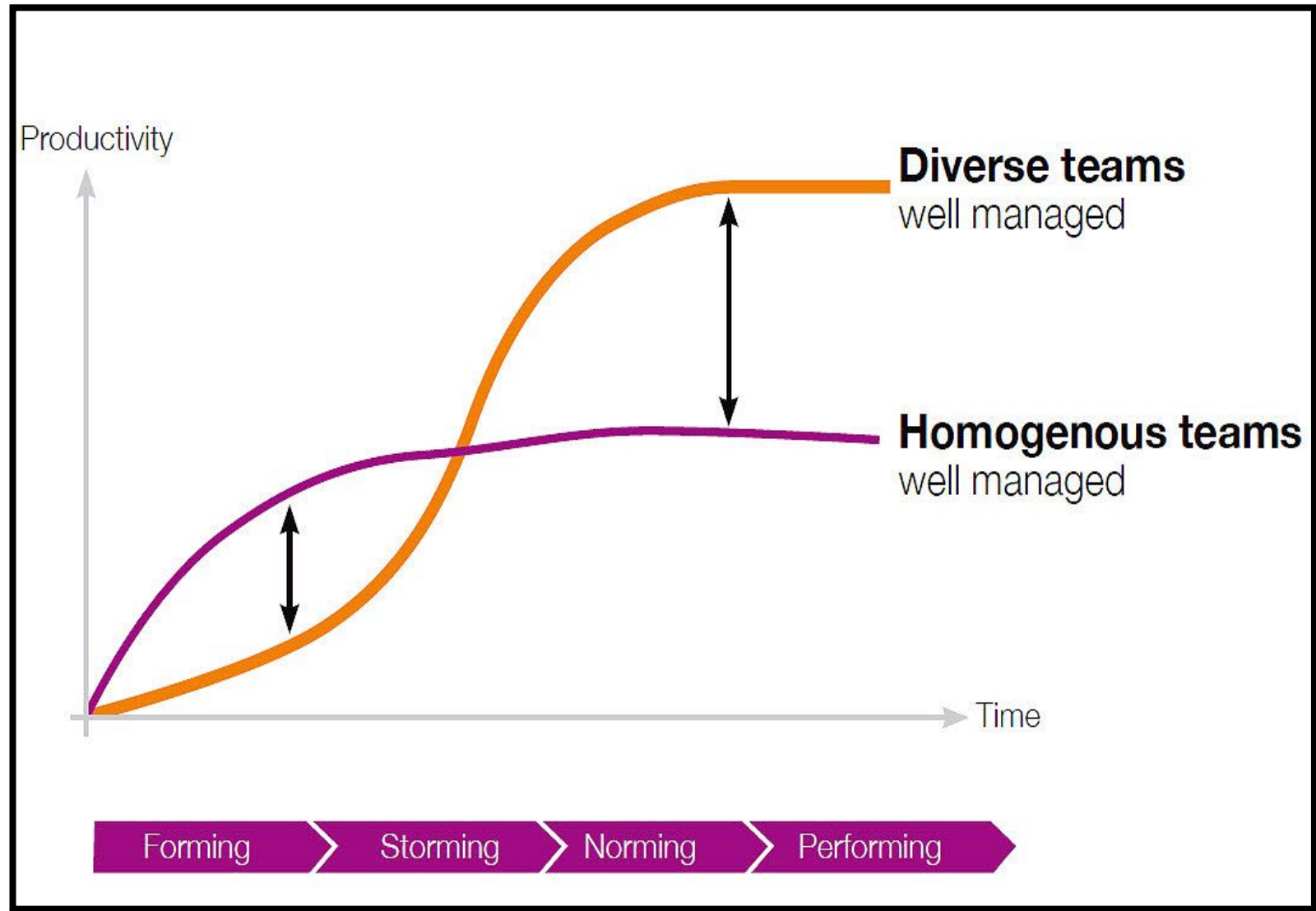
Diversity and Inclusion Values



Office of Undergraduate Research

... Generate a more inclusive pipeline towards scholarly research and to address, over time, the underrepresentation of certain groups in academic research communities at Princeton and beyond; train and support graduate students and postdoctoral researchers in becoming effective mentors and educators; strengthen Princeton's research community.

Benefits of Diverse Teams



- Drives innovation
- Increases creativity
- Challenges biases and negative stereotypes*
- Improves cognitive skills including critical thinking, complex thinking and problem solving*

*Do Differences Make A Difference: The Effects of Diversity on Learning, Intergroup Outcomes, and Civic Engagement (2013)



Inclusive Mentoring



Questions: Self-Reflection

- What is one positive quality in a mentor that you admired?
- What is one negative quality in a mentor that you realized you didn't want to emulate?



Mentorship

Who is a mentor?

- “A mentor is a person who has achieved career success and counsels and guides another for the purpose of helping him or her achieve like success.”¹
- “In a broad sense, a mentor is someone who takes a special interest in helping another develop into a successful professional.”²

What are qualities of good mentors?

- Appreciates individual differences
 - Respectful
- Supportive and available
 - Prepared
 - Honest
 - Unselfish

Citations:

¹ <https://oir.nih.gov/sourcebook/mentoring-training/guide-training-mentoring>

² National Academy of Engineering 1997. *Adviser, Teacher, Role Model, Friend: On Being a Mentor to Students in Science and Engineering*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/5789>.



Scenario



The Bad Role Model



ori.hhs.gov | [@hhs_ori](https://twitter.com/hhs_ori) | askORI@hhs.gov



-0:48





LESS EFFECTIVE	MORE EFFECTIVE
"Clean up your bench!"	"I'm concerned that the condition of your bench is creating a fire hazard. I'm sure you don't want to put the safety of the lab at risk, so what can we do to fix the situation?"
"Be on time to lab meetings from now on."	"You know, when you come into lab meeting fifteen minutes late, it's disruptive to the group and makes the person talking feel that their work isn't important to you. Is there some conflict in your schedule that I don't know about or do you think you can be on time in the future?"
"You'll never get anywhere in science if you don't dig in and stick with problems until you solve them."	"You seem to be giving up on solving this problem. I want to help you learn how to see problems through to their solutions, so what can I do to help? I want to work on this because problem-solving is going to be important throughout your career."



Scenario

An International engineering student is reluctant to question their adviser. As a result, the adviser thinks the student lacks a grasp of engineering. The adviser tries to draw out the student through persistent questioning, which the student finds humiliating. Only the student's determination to succeed prevents them from quitting the program.



Scenario



“Last summer I worked with a fantastic undergraduate mentee. She was very intelligent and generated a fair amount of data directly relevant to my thesis project. I think that she had a positive summer research experience, but there are a few questions that still linger in my mind. This particular mentee was an African-American woman from a small town. I always wondered how she felt on a big urban campus. I also wondered how she felt about being the only African-American woman in our lab. In fact, she was the only African-American woman in our entire department that summer. I wanted to ask her how she felt, but I worried that it might be insensitive or politically incorrect to do so. I never asked. I still wonder how she felt and how those feelings may have affected her experience.”



QUESTIONABLE QUESTIONS (unless you have already developed a trusting relationship)	PROBABLY SAFE OPENERS
"Are you having marital problems?" "Did you break up with your girl-friend?"	"You seem a little down these days. Is everything OK?" "You're looking tired. I hope you're feeling OK."
"Are you spending too much time at the nursing home with your mother when you should be in lab?"	"Is your mother recovering from the stroke? (assuming the student had confided in you about the stroke)"
"What's it like to be a black man in this town, anyway?"	"I can imagine that being black in this very white environment might be difficult at times. If you ever want to talk about it, I'm here."
"It must be hard to explain what you do to your family with no college graduates!"	"I was at a dinner with a bunch of lawyers the other night and, wow, did I struggle to explain what our lab does. Have you found any good analogies that lay people can relate to?"
"You're so attractive, you must get a lot of attention from the guys in the lab. Is it OK being the only woman on the 12th floor?"	"Are you comfortable in the lab? If there are ever conflicts, problems, or issues that get in the way of your work, will you please let me know what I can do to help?"
"Do you want to use my office during the day to pump milk while you're breastfeeding?"	"I can imagine that there are lots of logistical and practical issues that will arise when you have the baby. Please let me know if there is anything I can do to make things easier for you."
"Getting here for your graduation must be hard for your parents on a trash collector's salary, so do you want to use some of my frequent flyer miles to get them plane tickets?"	"I know you are counting on your parents being here for graduation. If there is anything I can do to help with their visit, let me know."

Questionable Question:

"What's it like to be a black man in this town, anyway?"

Probably Safe Opener:

"I can imagine that being black in this very white environment might be difficult at times. If you ever want to talk about it, I'm here."

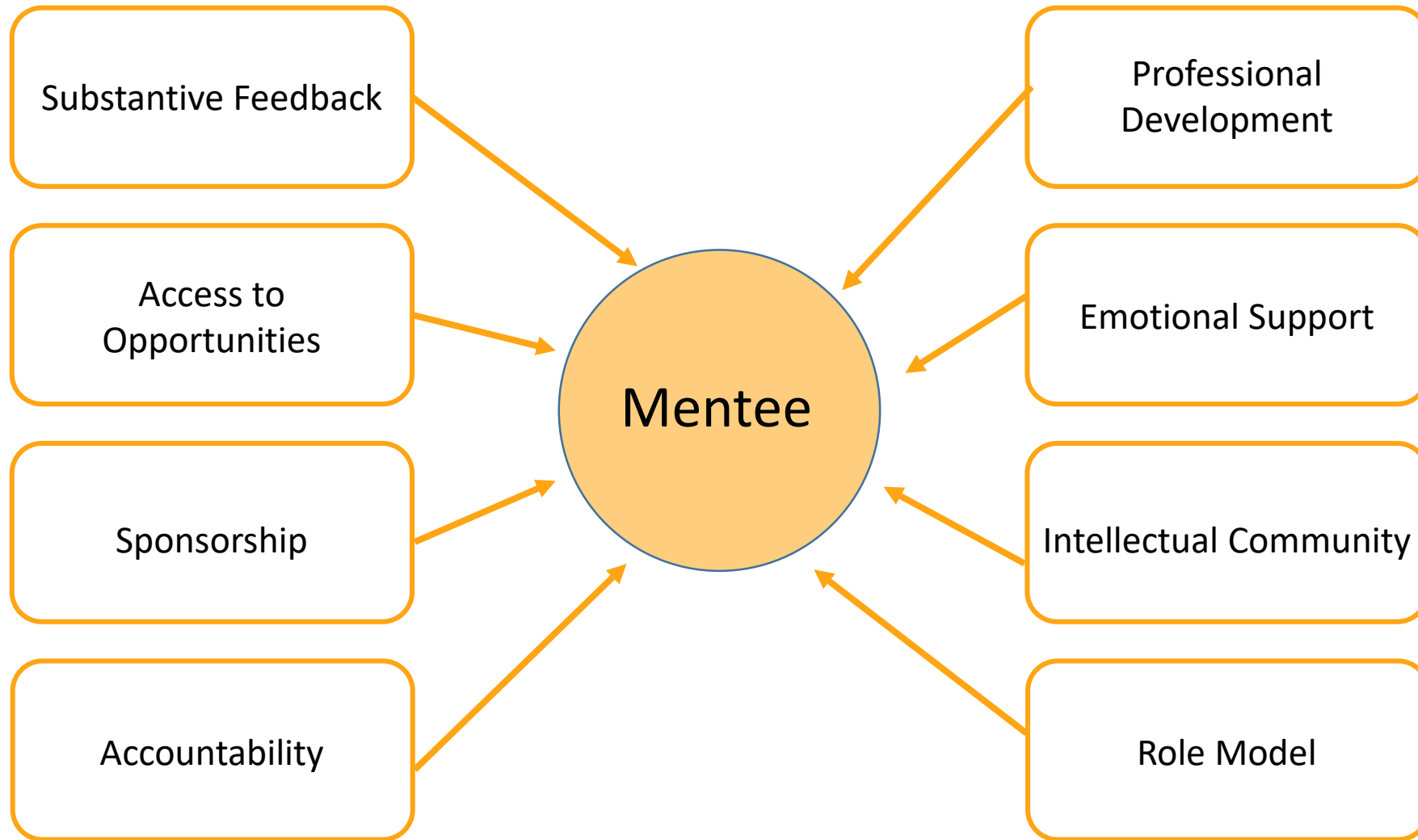


Scenario

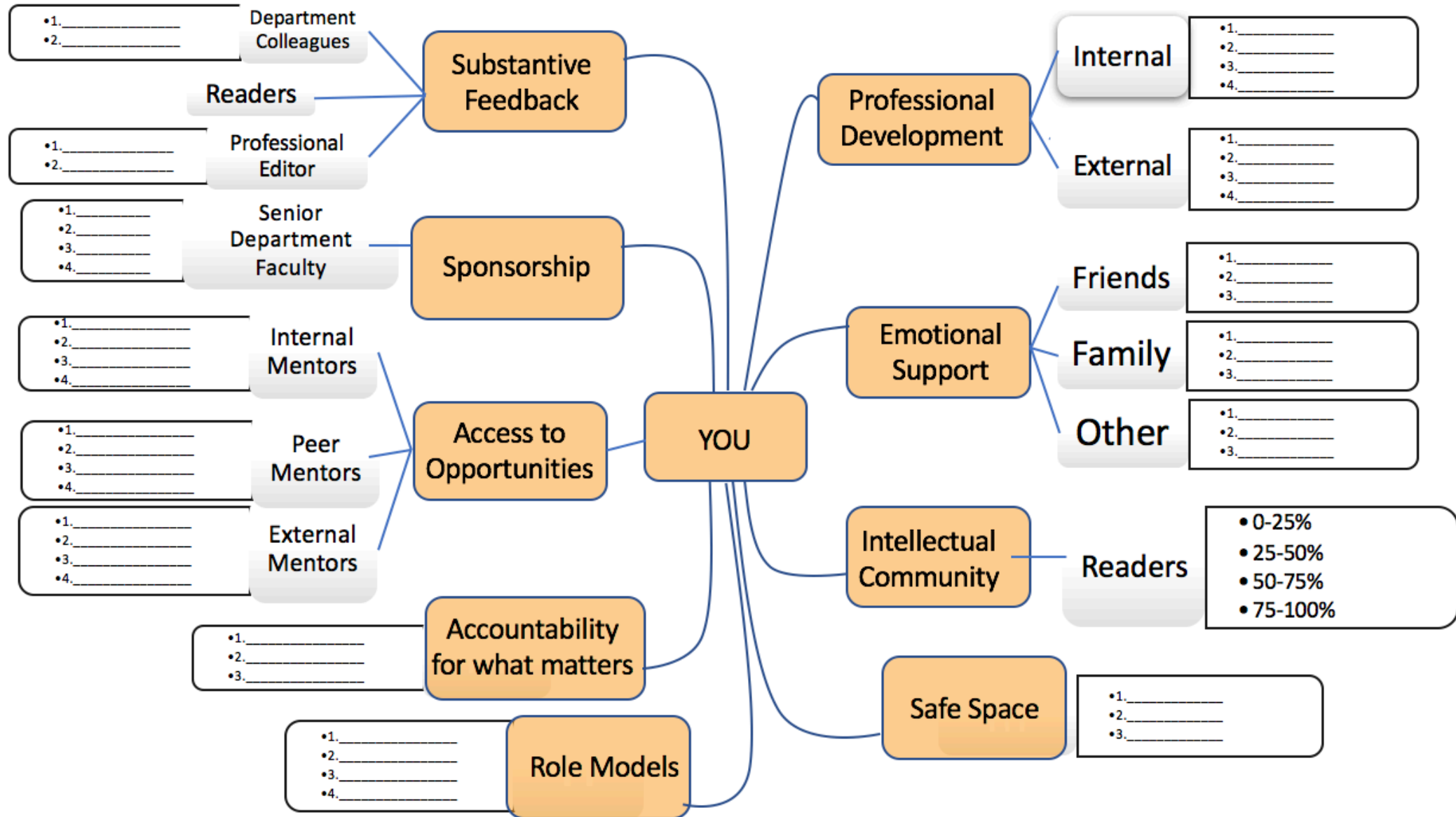
“The biggest challenge I’ve encountered so far as a mentor was learning to work closely with someone whose personality and mannerisms are very different from my own. In my first interview with her, my student described herself as very laid-back and mentioned that she frustrates her parents with her “everything will take care of itself” attitude. This is a stark contrast to my personality and I find myself at times frustrated with her different work ethic.”



Mentoring Networks



The NCFDD Mentoring Map





Tips for Mentors

- Be available: Practice “the open door” policy
- Model inspiration and optimism
- Balance direction and self-direction
- Be widely read and widely receptive
- Skill development: provide varied opportunities to foster mentee development
- Building Community: Actively build scientific and social communities
- Networking: Provide access to your network



Mentoring Self-Assessment

Activity/Strategy	Question/Task	Example	What could be done better?
Appreciating individual differences	Give an example of an incident that illustrates your acknowledgement of individual difference		
Availability	Give an example of the strategy you use to be available to your students/staff		
Self-direction	What was your rating on the scale on page 793 ?		
Questioning	Describe how you last used active questioning to lead a mentee towards a solution		
Celebration	When did you last celebrate a student/staff member's achievement? How did you celebrate?		
Building a scientific community	Describe a deliberate strategy you use to build a scientific community in your group		
Building a social community	Describe a deliberate strategy you use to build your group as a social community		
Skill development	Describe steps you take to develop the critical, writing and presentation skills of you students/staff		
Networking	Describe one example of how you have introduced each of your students/staff into the scientific network of your research area		
Mentor for life	How many of your past students/staff are you in contact with?		
What one thing will you do differently after reading the description of the mentoring behaviour of the <i>Nature</i> mentors?			



Mentoring Inclusively

- How do you define diversity?
- Have you created an environment that allows your mentee to benefit from the diversity in your lab/department? How?
- How might another mentee with a different learning style, personal style, or background view your mentoring approach?
- How do you deal with diverse learning styles, personal styles, ethnicity, experience, gender, and nationality?

Source: Entering Mentoring: A Seminar to Train a New Generation of Scientists (2005) - www.hhmi.org/grants/pdf/labmanagement/entering_mentoring.pdf



Resources

- Nature's guide for mentors (2007) – NATURE
- *Adviser, Teacher, Role Model, Friend: On Being a Mentor to Students in Science and Engineering (1997)* – The National Academies Press
- *Advancing Postdoc Women Guidebook (2015)* – National Postdoctoral Association
- *Double Jeopardy? Gender Bias Against Women in Science (2014)* – WorkLifeLaw, UC Hastings College of Law
- *Entering Mentoring: A Seminar to Train a New Generation of Scientists (2005)* – The Wisconsin Program for Scientific Teaching
- **National Center for Faculty Development and Diversity (NCFDD):** online career development and mentoring resources for faculty, post-docs, and graduate students

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Questions?

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THANK YOU!

To learn more visit <http://inclusive.princeton.edu/>

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